

108TH CONGRESS
2D SESSION

S. 2335

To amend part A of title II of the Higher Education Act of 1965 to enhance teacher training and teacher preparation programs, and for other purposes.

IN THE SENATE OF THE UNITED STATES

APRIL 22, 2004

Mr. REED (for himself, Mr. KENNEDY, and Mr. BINGAMAN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend part A of title II of the Higher Education Act of 1965 to enhance teacher training and teacher preparation programs, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Preparing, Recruiting,
5 and Retaining Education Professionals Act of 2004”.

6 **SEC. 2. PURPOSES; DEFINITIONS.**

7 Section 201 of the Higher Education Act of 1965 (20
8 U.S.C. 1021) is amended to read as follows:

1 **“SEC. 201. PURPOSES; DEFINITIONS.**

2 “(a) PURPOSES.—The purposes of this part are to—

3 “(1) improve student achievement;

4 “(2) improve the quality of the current and fu-
5 ture teaching force by improving the preparation of
6 prospective teachers and enhancing ongoing profes-
7 sional development activities;

8 “(3) encourage partnerships among institutions
9 of higher education, early childhood education pro-
10 grams, elementary schools or secondary schools,
11 local educational agencies, State educational agen-
12 cies, teacher organizations, and nonprofit edu-
13 cational organizations;

14 “(4) hold institutions of higher education and
15 all other teacher preparation programs (including
16 programs that provide alternative routes to teacher
17 preparation) accountable in an equivalent manner
18 for preparing—

19 “(A) teachers who have strong teaching
20 skills, are highly qualified, and are trained in
21 the effective uses of technology in the class-
22 room; and

23 “(B) early childhood education providers
24 who are highly competent;

25 “(5) recruit and retain qualified individuals, in-
26 cluding individuals from other occupations, into the

1 teaching force for early childhood education pro-
 2 grams or in elementary schools or secondary schools;

3 “(6) improve the recruitment, retention, and ca-
 4 pacities of principals to provide instructional leader-
 5 ship and to support teachers in maintaining safe and
 6 effective learning environments;

7 “(7) expand the use of research to improve
 8 teaching and learning by teachers, early childhood
 9 education providers, principals, and faculty; and

10 “(8) enhance the ability of teachers, early child-
 11 hood education providers, principals, administrators,
 12 and faculty to communicate, work with, and involve
 13 parents in ways that improve student achievement.

14 “(b) DEFINITIONS.—In this part:

15 “(1) ARTS AND SCIENCES.—The term ‘arts and
 16 sciences’ means—

17 “(A) when referring to an organizational
 18 unit of an institution of higher education, any
 19 academic unit that offers 1 or more academic
 20 majors in disciplines or content areas cor-
 21 responding to the academic subject matter
 22 areas in which teachers provide instruction; and

23 “(B) when referring to a specific academic
 24 subject matter area, the disciplines or content

1 areas in which academic majors are offered by
 2 the arts and science organizational unit.

3 “(2) EARLY CHILDHOOD EDUCATION PRO-
 4 GRAM.—The term ‘early childhood education pro-
 5 gram’ means a family child care program, center-
 6 based child care program, prekindergarten program,
 7 school program, or other out-of-home child care pro-
 8 gram that is licensed or regulated by the State serv-
 9 ing 2 or more unrelated children from birth until
 10 school entry, or a Head Start program carried out
 11 under the Head Start Act or an Early Head Start
 12 program carried out under section 645A of that Act.

13 “(3) EXEMPLARY TEACHER.—The term ‘exem-
 14 plary teacher’ has the meaning given the term in
 15 section 9101 of the Elementary and Secondary Edu-
 16 cation Act of 1965.

17 “(4) FACULTY.—

18 “(A) IN GENERAL.—The term ‘faculty’
 19 means individuals in institutions of higher edu-
 20 cation who are responsible for preparing teach-
 21 ers.

22 “(B) INCLUSIONS.—The term ‘faculty’ in-
 23 cludes professors of education and professors in
 24 academic disciplines such as the arts and
 25 sciences, psychology, and human development.

1 “(5) HIGH-NEED LOCAL EDUCATIONAL AGEN-
 2 CY.—The term ‘high-need local educational agency’
 3 means a local educational agency that serves an
 4 early childhood education program, elementary
 5 school, or secondary school located in an area in
 6 which—

7 “(A)(i) 15 percent or more of the students
 8 served by the agency are from families with in-
 9 comes below the poverty line;

10 “(ii) there are more than 5,000 students
 11 served by the agency from families with in-
 12 comes below the poverty line; or

13 “(iii) there are less than 600 students in
 14 average daily attendance in all the schools that
 15 are served by the agency and all of whose
 16 schools are designated with a school locale code
 17 of 7 or 8, as determined by the Secretary; and

18 “(B)(i) there is a high percentage of teach-
 19 ers who are not highly qualified; or

20 “(ii) there is a chronic shortage, or high
 21 turnover rate, of highly qualified teachers.

22 “(6) HIGH-NEED SCHOOL.—The term ‘high-
 23 need school’ means an early childhood education pro-
 24 gram, public elementary school, or public secondary
 25 school—

1 “(A)(i) in which there is a high concentra-
 2 tion of students from families with incomes
 3 below the poverty line; or

4 “(ii) that, in the case of a public elemen-
 5 tary school or public secondary school, is identi-
 6 fied as in need of school improvement or correc-
 7 tive action pursuant to section 1116 of the Ele-
 8 mentary and Secondary Education Act of 1965
 9 (20 U.S.C. 6316); and

10 “(B) in which there exists—

11 “(i) in the case of a public elementary
 12 school or public secondary school, a per-
 13 sistent and chronic shortage, or high turn-
 14 over rate, of highly qualified teachers; and

15 “(ii) in the case of an early childhood
 16 education program, a persistent and chron-
 17 ic shortage of early childhood education
 18 providers who are highly competent.

19 “(7) HIGHLY COMPETENT.—The term ‘highly
 20 competent’ when used with respect to an early child-
 21 hood education provider means a provider—

22 “(A) with specialized education and train-
 23 ing in development and education of young chil-
 24 dren from birth until entry into kindergarten;

25 “(B) with—

1 “(i) a baccalaureate degree in an aca-
 2 demic major in the arts and sciences; or

3 “(ii) an associate’s degree in a related
 4 educational area; and

5 “(C) who has demonstrated a high level of
 6 knowledge and use of content and pedagogy in
 7 the relevant areas associated with quality early
 8 childhood education.

9 “(8) HIGHLY QUALIFIED.—The term ‘highly
 10 qualified’ has the meaning given the term in section
 11 9101 of the Elementary and Secondary Education
 12 Act of 1965.

13 “(9) MENTORING.—The term ‘mentoring’
 14 means a process by which a teacher mentor who is
 15 an exemplary teacher, either alone or in a team with
 16 faculty, provides active support for prospective
 17 teachers and new teachers through a system for in-
 18 tegrating evidence-based practice, including rigorous,
 19 supervised training in high-quality teaching settings.
 20 Such support includes activities specifically designed
 21 to promote—

22 “(A) knowledge of the scientific research
 23 on, and assessment of, teaching and learning;

1 “(B) development of teaching skills and
2 skills in evidence-based educational interven-
3 tions;

4 “(C) development of classroom manage-
5 ment skills;

6 “(D) a positive role model relationship
7 where academic assistance and exposure to new
8 experiences is provided; and

9 “(E) ongoing supervision and communica-
10 tion regarding the prospective teacher’s develop-
11 ment of teaching skills and continued support
12 for the new teacher by the mentor, other teach-
13 ers, principals, and administrators.

14 “(10) PARENT.—The term ‘parent’ has the
15 meaning given the term in section 9101 of the Ele-
16 mentary and Secondary Education Act of 1965.

17 “(11) PARENTAL INVOLVEMENT.—The term
18 ‘parental involvement’ has the meaning given the
19 term in section 9101 of the Elementary and Sec-
20 ondary Education Act of 1965.

21 “(12) POVERTY LINE.—The term ‘poverty line’
22 means the poverty line (as defined by the Office of
23 Management and Budget, and revised annually in
24 accordance with section 673(2) of the Community

1 Services Block Grant Act (42 U.S.C. 9902(2))) ap-
 2 plicable to a family of the size involved.

3 “(13) PROFESSIONAL DEVELOPMENT.—

4 “(A) IN GENERAL.—Except as provided in
 5 subparagraph (B), the term ‘professional devel-
 6 opment’ has the meaning given the term in sec-
 7 tion 9101 of the Elementary and Secondary
 8 Education Act of 1965.

9 “(B) EARLY CHILDHOOD EDUCATION PRO-
 10 VIDERS.—The term ‘professional development’
 11 when used with respect to an early childhood
 12 education provider means knowledge and skills
 13 in all domains of child development (including
 14 cognitive, social, emotional, physical, and ap-
 15 proaches to learning) and pedagogy of children
 16 from birth until entry into kindergarten.

17 “(14) TEACHING SKILLS.—The term ‘teaching
 18 skills’ means skills—

19 “(A) grounded in the disciplines of teach-
 20 ing and learning that teachers use to create ef-
 21 fective instruction in subject matter content and
 22 that lead to student achievement and the ability
 23 to apply knowledge; and

1 “(B) that require an understanding of the
 2 learning process itself, including an under-
 3 standing of—

4 “(i) the use of teaching strategies spe-
 5 cific to the subject matter;

6 “(ii) the application of ongoing assess-
 7 ment of student learning, particularly for
 8 evaluating instructional practices and cur-
 9 riculum;

10 “(iii) ensuring successful learning for
 11 students with individual differences in abil-
 12 ity and instructional needs;

13 “(iv) effective classroom management;
 14 and

15 “(v) effective ways to communicate,
 16 work with, and involve parents in their
 17 children’s education.”.

18 **SEC. 3. STATE GRANTS.**

19 Section 202 of the Higher Education Act of 1965 (20
 20 U.S.C. 1022) is amended to read as follows:

21 **“SEC. 202. STATE GRANTS.**

22 “(a) IN GENERAL.—From amounts made available
 23 under section 211(1) for a fiscal year, the Secretary is
 24 authorized to award grants under this section, on a com-
 25 petitive basis, to eligible States to enable the eligible

1 States to carry out the activities described in subsection
2 (d).

3 “(b) ELIGIBLE STATE.—

4 “(1) DEFINITION.—In this part, the term ‘eligi-
5 ble State’ means—

6 “(A) a State educational agency; or

7 “(B) an entity or agency in the State re-
8 sponsible for teacher certification and prepara-
9 tion activities.

10 “(2) CONSULTATION.—The eligible State shall
11 consult with the Governor, State board of education,
12 State educational agency, State agency for higher
13 education, State agency with responsibility for child
14 care, prekindergarten, or other early childhood edu-
15 cation programs, and other State entities that pro-
16 vide professional development and teacher prepara-
17 tion for teachers, as appropriate, with respect to the
18 activities assisted under this section.

19 “(3) CONSTRUCTION.—Nothing in this sub-
20 section shall be construed to negate or supersede the
21 legal authority under State law of any State agency,
22 State entity, or State public official over programs
23 that are under the jurisdiction of the agency, entity,
24 or official.

1 “(c) APPLICATION.—To be eligible to receive a grant
 2 under this section, an eligible State shall, at the time of
 3 the initial grant application, submit an application to the
 4 Secretary that—

5 “(1) meets the requirement of this section and
 6 other relevant requirements for States under this
 7 title;

8 “(2) describes how the eligible State intends to
 9 use funds provided under this section in accordance
 10 with State-identified needs;

11 “(3) describes the eligible State’s plan for con-
 12 tinuing the activities carried out with the grant once
 13 Federal funding ceases;

14 “(4) describes how the eligible State will coordi-
 15 nate activities authorized under this section with
 16 other Federal, State, and local personnel preparation
 17 and professional development programs; and

18 “(5) contains such other information and assur-
 19 ances as the Secretary may require.

20 “(d) USES OF FUNDS.—An eligible State that re-
 21 ceives a grant under this section shall use the grant funds
 22 to reform teacher preparation requirements, and to ensure
 23 that current and future teachers are highly qualified and
 24 possess strong teaching skills and knowledge to assess stu-

1 dent academic achievement, by carrying out 1 or more of
 2 the following activities:

3 “(1) REFORMS.—Implementing reforms that
 4 hold institutions of higher education with teacher
 5 preparation programs accountable for, and assist
 6 such programs in, preparing teachers who are highly
 7 qualified or early childhood education providers who
 8 are highly competent. Such reforms shall include—

9 “(A) State program approval requirements
 10 regarding curriculum changes by teacher prepa-
 11 ration programs that improve teaching skills
 12 based on scientific knowledge—

13 “(i) about the disciplines of teaching
 14 and learning; and

15 “(ii) about understanding and re-
 16 sponding effectively to students with spe-
 17 cial needs;

18 “(B) State program approval requirements
 19 for teacher preparation programs to have in
 20 place mechanisms to measure and assess the ef-
 21 fectiveness and impact of teacher preparation
 22 programs, including on student achievement;

23 “(C) assurances from institutions that
 24 such institutions have a program in place that

1 provides a year-long clinical experience for pro-
2 spective teachers; and

3 “(D) collecting and using data, in collabo-
4 ration with institutions of higher education,
5 schools, and local educational agencies, on
6 teacher retention rates, by school, to evaluate
7 and strengthen the effectiveness of the State’s
8 teacher support system.

9 “(2) CERTIFICATION OR LICENSURE REQUIRE-
10 MENTS.—Ensuring the State’s teacher certification
11 or licensure requirements are rigorous so that teach-
12 ers have strong teaching skills and are highly quali-
13 fied.

14 “(3) ALTERNATIVE ROUTES TO STATE CERTIFI-
15 CATION.—Carrying out programs that provide pro-
16 spective teachers with high-quality alternative routes
17 to traditional preparation for teaching and to State
18 certification for well-prepared and qualified prospec-
19 tive teachers, including—

20 “(A) programs at schools or departments
21 of arts and sciences, schools or departments of
22 education within institutions of higher edu-
23 cation, or at nonprofit educational organizations
24 with expertise in producing highly qualified

1 teachers that include instruction in teaching
2 skills;

3 “(B) a selective means for admitting indi-
4 viduals into such programs;

5 “(C) providing intensive support during
6 the initial teaching experience, including men-
7 toring;

8 “(D) establishing, expanding, or improving
9 alternative routes to State certification of teach-
10 ers for qualified individuals, including mid-ca-
11 reer professionals from other occupations, para-
12 professionals, former military personnel and re-
13 cent college graduates with records of academic
14 distinction, that have a proven record of effec-
15 tiveness and that ensure that current and fu-
16 ture teachers possess strong teaching skills and
17 are highly qualified; and

18 “(E) providing support in the disciplines of
19 teaching and learning to ensure that prospective
20 teachers have an understanding of evidence-
21 based learning practices and possess strong
22 teaching skills.

23 “(4) STATE CERTIFICATION RECIPROCITY.—Es-
24 tablishing and promoting reciprocity of certification
25 or licensing between or among States for general

1 and special education teachers and principals, except
2 that no reciprocity agreement developed pursuant to
3 this paragraph or developed using funds provided
4 under this part may lead to the weakening of any
5 State certification or licensing requirement that is
6 shown through evidence-based research to ensure
7 teacher and principal quality and student achieve-
8 ment.

9 “(5) RECRUITMENT AND RETENTION.—Devel-
10 oping and implementing effective mechanisms to en-
11 sure that local educational agencies and schools are
12 able to effectively recruit and retain highly qualified
13 teachers, highly competent early childhood education
14 providers, and principals, and provide access to on-
15 going professional development opportunities for
16 teachers, early childhood education providers, and
17 principals, including activities described in sub-
18 sections (d) and (e) of section 204.

19 “(6) SOCIAL PROMOTION.—Development and
20 implementation of efforts to address the problem of
21 social promotion and to prepare teachers, principals,
22 administrators, and parents to effectively address
23 the issues raised by ending the practice of social pro-
24 motion.”.

1 **SEC. 4. PARTNERSHIP GRANTS.**

2 Section 203 of the Higher Education Act of 1965 (20
3 U.S.C. 1023) is amended to read as follows:

4 **“SEC. 203. PARTNERSHIP GRANTS.**

5 “(a) GRANTS.—From amounts made available under
6 section 211(2) for a fiscal year, the Secretary is author-
7 ized to award grants under this section, on a competitive
8 basis, to eligible partnerships to enable the eligible part-
9 nerships to carry out the activities described in subsections
10 (d) and (e).

11 “(b) DEFINITIONS.—

12 “(1) ELIGIBLE PARTNERSHIP.—In this part,
13 the term ‘eligible partnership’ means an entity
14 that—

15 “(A) shall include—

16 “(i) a partner institution;

17 “(ii) a school or department of arts
18 and sciences within the partner institution
19 under clause (i);

20 “(iii) a school or department of edu-
21 cation within the partner institution under
22 clause (i);

23 “(iv)(I) a department of psychology
24 within the partner institution under clause
25 (i);

1 “(II) a department of human develop-
2 ment within the partner institution under
3 clause (i); or

4 “(III) a department with comparable
5 expertise in the disciplines of teaching,
6 learning, and child and adolescent develop-
7 ment within the partner institution under
8 clause (i);

9 “(v) a high-need local educational
10 agency; and

11 “(vi)(I) a high-need school served by
12 the high-need local educational agency
13 under clause (v); or

14 “(II) a consortium of schools of the
15 high-need local educational agency under
16 clause (v); and

17 “(B) may include a Governor, State edu-
18 cational agency, the State board of education,
19 the State agency for higher education, an insti-
20 tution of higher education not described in sub-
21 paragraph (A) (including a community college),
22 a public charter school, other public elementary
23 school or secondary school, a combination or
24 network of urban, suburban, or rural schools, a
25 public or private nonprofit educational organi-

1 zation, a business, a teacher organization, or an
 2 early childhood education program.

3 “(2) PARTNER INSTITUTION.—In this section,
 4 the term ‘partner institution’ means a private inde-
 5 pendent or State-supported public institution of
 6 higher education, or a consortium of such institu-
 7 tions, that has not been designated under section
 8 208(a) and the teacher preparation program of
 9 which demonstrates that—

10 “(A) graduates from the teacher prepara-
 11 tion program who intend to enter the field of
 12 teaching exhibit strong performance on State-
 13 determined qualifying assessments and are
 14 highly qualified; or

15 “(B) the teacher preparation program re-
 16 quires all the students of the program to par-
 17 ticipate in intensive clinical experience, to meet
 18 high academic standards, to possess strong
 19 teaching skills, and—

20 “(i) in the case of prospective elemen-
 21 tary school and secondary school teachers,
 22 to become highly qualified; and

23 “(ii) in the case of prospective early
 24 childhood education providers, to become
 25 highly competent.

1 “(c) APPLICATION.—Each eligible partnership desir-
2 ing a grant under this section shall submit an application
3 to the Secretary at such time, in such manner, and accom-
4 panied by such information as the Secretary may require.
5 Each such application shall—

6 “(1) contain a needs assessment of all the part-
7 ners with respect to the preparation, ongoing train-
8 ing, and professional development of early childhood
9 education providers, general and special education
10 teachers, and principals, the extent to which the pro-
11 gram prepares new teachers with strong teaching
12 skills, a description of how the partnership will co-
13 ordinate strategies and activities with other teacher
14 preparation or professional development programs,
15 and how the activities of the partnership will be con-
16 sistent with State, local, and other education reform
17 activities that promote student achievement and pa-
18 rental involvement;

19 “(2) contain a resource assessment that de-
20 scribes the resources available to the partnership, in-
21 cluding the integration of funds from other related
22 sources, the intended use of the grant funds, includ-
23 ing a description of how the grant funds will be fair-
24 ly distributed in accordance with subsection (f), and
25 the commitment of the resources of the partnership

1 to the activities assisted under this part, including
2 financial support, faculty participation, time commit-
3 ments, and continuation of the activities when the
4 grant ends;

5 “(3) contain a description of—

6 “(A) how the partnership will meet the
7 purposes of this part, in accordance with the
8 needs assessment required under paragraph (1);

9 “(B) how the partnership will carry out
10 the activities required under subsection (d) and
11 any permissible activities under subsection (e)
12 based on the needs identified in paragraph (1)
13 with the goal of improving student achievement;

14 “(C) the partnership’s evaluation plan pur-
15 suant to section 206(b);

16 “(D) how faculty at the partner institution
17 will work with, over the term of the grant, prin-
18 cipals and teachers in the classrooms of the
19 high-need local educational agency included in
20 the partnership;

21 “(E) how the partnership will enhance the
22 instructional leadership and management skills
23 of principals and provide effective support for
24 principals, including new principals;

1 “(F) how the partnership will design, im-
 2 plement, or enhance a year-long, rigorous, and
 3 enriching preservice clinical program compo-
 4 nent;

5 “(G) the in-service professional develop-
 6 ment strategies and activities to be supported;
 7 and

8 “(H) how the partnership will collect, ana-
 9 lyze, and use data on the retention of all teach-
 10 ers, early childhood education providers, or
 11 principals in schools located in the geographic
 12 areas served by the partnership to evaluate the
 13 effectiveness of its educator support system;

14 “(4) contain a certification from the partner-
 15 ship that it has reviewed the application and deter-
 16 mined that the grant proposed will comply with sub-
 17 section (f);

18 “(5) include, for the residency program de-
 19 scribed in subsection (d)(3)—

20 “(A) a demonstration that the schools and
 21 departments within the institution of higher
 22 education that are part of the residency pro-
 23 gram have relevant and essential roles in the ef-
 24 fective preparation of teachers, including con-

1 tent expertise and expertise in the science of
2 teaching and learning;

3 “(B) a demonstration of capability and
4 commitment to evidence-based teaching and ac-
5 cessibility to, and involvement of, faculty docu-
6 mented by professional development offered to
7 staff and documented experience with university
8 collaborations;

9 “(C) a description of how the residency
10 program will design and implement an induc-
11 tion period to support all new teachers through
12 the first 3 years of teaching in the further de-
13 velopment of their teaching skills, including use
14 of mentors who are trained and compensated by
15 such program for their work with new teachers;
16 and

17 “(D) a description of how faculty involved
18 in the residency program will be able to sub-
19 stantially participate in an early childhood edu-
20 cation program or an elementary or secondary
21 classroom setting, including release time and
22 receiving workload credit for their participation;
23 and

24 “(6) include an assurance that the partnership
25 has mechanisms in place to measure and assess the

1 effectiveness and impact of the activities to be un-
 2 dertaken, including on student achievement.

3 “(d) REQUIRED USES OF FUNDS.—An eligible part-
 4 nership that receives a grant under this section shall use
 5 the grant funds to carry out the following activities, as
 6 applicable to teachers, early childhood education providers,
 7 or principals, in accordance with the needs assessment re-
 8 quired under subsection (c)(1):

9 “(1) REFORMS.—Implementing reforms within
 10 teacher preparation programs, where needed, to hold
 11 the programs accountable for preparing teachers
 12 who are highly qualified or early childhood education
 13 providers who are highly competent and for pro-
 14 moting strong teaching skills, including integrating
 15 reliable evidence-based teaching methods into the
 16 curriculum, which curriculum shall include parental
 17 involvement training and programs designed to suc-
 18 cessfully integrate technology into teaching and
 19 learning. Such reforms shall include—

20 “(A) teacher preparation program cur-
 21 riculum changes that improve, and assess how
 22 well all new teachers develop, teaching skills;

23 “(B) use of scientific knowledge about the
 24 disciplines of teaching and learning so that all
 25 prospective teachers understand evidence-based

1 learning practices and possess teaching skills
 2 that enable them to meet the learning needs of
 3 all students;

4 “(C) assurances that all teachers have a
 5 sufficient base of scientific knowledge to under-
 6 stand and respond effectively to students with
 7 special needs, such as providing instruction to
 8 diverse student populations, including students
 9 with disabilities, limited-English proficient stu-
 10 dents, and students with different learning
 11 styles or other special learning needs;

12 “(D) assurances that the most recent sci-
 13 entifically based research, including research
 14 relevant to particular fields of teaching, is in-
 15 corporated into professional development activi-
 16 ties used by faculty; and

17 “(E) working with and involving parents in
 18 their children’s education to improve the aca-
 19 demic achievement of their children and in the
 20 teacher preparation program reform process.

21 “(2) CLINICAL EXPERIENCE AND INTER-
 22 ACTION.—Developing and providing sustained and
 23 high-quality preservice clinical education programs
 24 to further develop the teaching skills of all general
 25 education teachers and special education teachers, at

1 schools within the partnership, at the school or de-
2 partment of education within the partner institution,
3 or at evidence-based practice school settings. Such
4 programs shall—

5 “(A) incorporate a year-long, rigorous, and
6 enriching activity or combination of activities,
7 including—

8 “(i) clinical learning opportunities;

9 “(ii) field experiences; and

10 “(iii) supervised practice; and

11 “(B) be offered over the course of a pro-
12 gram of preparation and coursework (that may
13 be developed as a 5th year of a teacher prepa-
14 ration program) for prospective general and
15 special education teachers, including the men-
16 toring in instructional skills, classroom manage-
17 ment skills, and strategies to effectively assess
18 student progress and achievement, and substan-
19 tially increasing closely supervised interaction
20 between faculty and new and experienced teach-
21 ers, principals, and other administrators at
22 early childhood education programs, elementary
23 schools, or secondary schools, and providing
24 support, including preparation time and release
25 time, for such interaction.

1 “(3) RESIDENCY PROGRAMS FOR NEW TEACH-
 2 ERS.—Creating a residency program that provides
 3 an induction period for all new general education
 4 and special education teachers for such teachers’
 5 first 3 years. Such program shall promote the inte-
 6 gration of the science of teaching and learning in the
 7 classroom, provide high-quality mentoring opportuni-
 8 ties, provide opportunities for the dissemination of
 9 evidence-based research on educational practices,
 10 and provide for opportunities to engage in profes-
 11 sional development activities offered through profes-
 12 sional associations of educators. Such program shall
 13 draw directly upon the expertise of teacher mentors,
 14 faculty, and researchers that involves their active
 15 support in providing a setting for integrating evi-
 16 dence-based practice for prospective teachers, includ-
 17 ing rigorous, supervised training in high-quality
 18 teaching settings that promotes the following:

19 “(A) Knowledge of the scientific research
 20 on teaching and learning.

21 “(B) Development of skills in evidence-
 22 based educational interventions.

23 “(C) Faculty who model the integration of
 24 research and practice in the classroom, and the
 25 effective use and integration of technology.

1 “(D) Interdisciplinary collaboration among
 2 exemplary teachers, faculty, researchers, and
 3 other staff who prepare new teachers on the
 4 learning process and the assessment of learn-
 5 ing.

6 “(E) A forum for information sharing
 7 among prospective teachers, teachers, prin-
 8 cipals, administrators, and participating faculty
 9 in the partner institution.

10 “(F) Application of scientifically based re-
 11 search on teaching and learning generated by
 12 entities such as the Institute of Education
 13 Sciences and by the National Research Council.

14 “(4) PROFESSIONAL DEVELOPMENT.—Creating
 15 opportunities for enhanced and ongoing professional
 16 development for experienced general education and
 17 special education teachers, early childhood education
 18 providers, principals, administrators, and faculty
 19 that—

20 “(A) improves the academic content knowl-
 21 edge, as well as knowledge to assess student
 22 academic achievement and how to use the re-
 23 sults of such assessments to improve instruc-
 24 tion, of teachers in the subject matter or aca-
 25 demic content areas in which the teachers are

1 certified to teach or in which the teachers are
 2 working toward certification to teach;

3 “(B) promotes strong teaching skills and
 4 an understanding of how to apply scientific
 5 knowledge about teaching and learning to their
 6 teaching practice and to their ongoing class-
 7 room assessment of students;

8 “(C) provides mentoring, team teaching,
 9 reduced class schedules, and intensive profes-
 10 sional development;

11 “(D) encourages and supports training of
 12 teachers, principals, and administrators to ef-
 13 fectively use and integrate technology—

14 “(i) into curricula and instruction, in-
 15 cluding training to improve the ability to
 16 collect, manage, and analyze data to im-
 17 prove teaching, decisionmaking, school im-
 18 provement efforts, and accountability;

19 “(ii) to enhance learning by children,
 20 including students with disabilities, lim-
 21 ited-English proficient students, and stu-
 22 dents with different learning styles or
 23 other special learning needs; and

1 “(iii) to effectively communicate, work
 2 with, and involve parents in their chil-
 3 dren’s education;

4 “(E) creates an ongoing retraining loop for
 5 experienced teachers, principals, and adminis-
 6 trators, whereby the residency program activi-
 7 ties and practices—

8 “(i) inform the research of faculty and
 9 other researchers; and

10 “(ii) translate evidence-based research
 11 findings into improved practice techniques
 12 and improved teacher preparation pro-
 13 grams; and

14 “(F) includes the rotation, for varying pe-
 15 riods of time, of experienced teachers—

16 “(i) who are associated with the part-
 17 nership to early childhood education pro-
 18 grams, elementary schools, or secondary
 19 schools not associated with the partnership
 20 in order to enable such experienced teach-
 21 ers to act as a resource for all teachers in
 22 the local educational agency or State; and

23 “(ii) who are not associated with the
 24 partnership to early childhood education
 25 programs, elementary schools, or secondary

1 schools associated with the partnership in
 2 order to enable such experienced teachers
 3 to observe how teaching and professional
 4 development occurs in the partnership.

5 “(5) SUPPORT FOR PARTICIPANTS.—Providing
 6 support for those individuals participating in the re-
 7 quired activities under paragraphs (1) through (4)
 8 who serve as role models or mentors for prospective,
 9 new, and experienced teachers, based on such indi-
 10 viduals’ experience. Such support—

11 “(A) also may be provided to the
 12 preservice clinical experience participants, as
 13 appropriate; and

14 “(B) may include—

15 “(i) release time for such individual’s
 16 participation;

17 “(ii) receiving course workload credit
 18 and compensation for time teaching in the
 19 partnership activities; and

20 “(iii) stipends.

21 “(6) LEADERSHIP AND MANAGERIAL SKILLS.—

22 “(A) IN GENERAL.—Developing and imple-
 23 menting proven mechanisms to provide prin-
 24 cipals, superintendents, early childhood edu-

1 cation program directors, and administrators
 2 (and mentor teachers, as practicable) with—

3 “(i) an understanding of the skills
 4 and behaviors that contribute to effective
 5 instructional leadership and the mainte-
 6 nance of a safe and effective learning envi-
 7 ronment;

8 “(ii) teaching and assessment skills
 9 needed to support successful classroom
 10 teaching;

11 “(iii) an understanding of how stu-
 12 dents learn and develop in order to in-
 13 crease achievement for all students; and

14 “(iv) the skills to effectively involve
 15 parents.

16 “(B) MECHANISMS.—The mechanisms de-
 17 veloped and implemented pursuant to subpara-
 18 graph (A) may include any of the following:

19 “(i) Mentoring of new principals.

20 “(ii) Field-based experiences, super-
 21 vised practica, or internship opportunities.

22 “(iii) Other activities to expand the
 23 knowledge base and practical skills of prin-
 24 cipals, superintendents, early childhood
 25 education program directors, and adminis-

1 trators (and mentor teachers, as prac-
2 ticable).

3 “(e) ALLOWABLE USES OF FUNDS.—An eligible
4 partnership that receives a grant under this section may
5 use such funds to carry out the following activities:

6 “(1) DISSEMINATION AND COORDINATION.—
7 Broadly disseminating information on effective prac-
8 tices used by the partnership, including teaching
9 strategies and interactive materials for developing
10 skills in classroom management and assessment and
11 how to respond to individual student needs, abilities,
12 and backgrounds, to early childhood education pro-
13 viders and teachers in elementary schools or sec-
14 ondary schools that are not associated with the part-
15 nership. Coordinating with the activities of the Gov-
16 ernor, State board of education, State higher edu-
17 cation agency, and State educational agency, as ap-
18 propriate.

19 “(2) CURRICULUM PREPARATION.—Supporting
20 preparation time for early childhood education pro-
21 viders, teachers in elementary schools or secondary
22 schools, and faculty to jointly design and implement
23 teacher preparation curricula, classroom experiences,
24 and ongoing professional development opportunities

1 that promote the acquisition and continued growth
2 of teaching skills.

3 “(3) COMMUNICATION SKILLS.—Developing
4 strategies and curriculum-based professional devel-
5 opment activities to enhance prospective teachers’
6 communication skills with students, parents, col-
7 leagues, and other education professionals.

8 “(4) COORDINATION WITH OTHER INSTITU-
9 TIONS OF HIGHER EDUCATION.—Coordinating with
10 other institutions of higher education, including
11 community colleges, to implement teacher prepara-
12 tion programs that support prospective teachers in
13 obtaining baccalaureate degrees and State certifi-
14 cation or licensure.

15 “(5) TEACHER RECRUITMENT.—Activities de-
16 scribed in subsections (d) and (e) of section 204.

17 “(f) SPECIAL RULE.—No individual member of an el-
18 igible partnership shall retain more than 50 percent of the
19 funds made available to the partnership under this section.

20 “(g) CONSTRUCTION.—Nothing in this section shall
21 be construed to prohibit an eligible partnership from using
22 grant funds to coordinate with the activities of more than
23 1 Governor, State board of education, State educational
24 agency, local educational agency, or State agency for high-
25 er education.”.

1 **SEC. 5. RECRUITMENT GRANTS.**

2 Section 204 of the Higher Education Act of 1965 (20
3 U.S.C. 1024) is amended to read as follows:

4 **“SEC. 204. RECRUITMENT GRANTS.**

5 “(a) PROGRAM AUTHORIZED.—From amounts made
6 available under section 211(3) for a fiscal year, the Sec-
7 retary is authorized to award grants, on a competitive
8 basis, to eligible applicants to enable the eligible applicants
9 to carry out activities described in subsections (d) and (e).

10 “(b) ELIGIBLE APPLICANT DEFINED.—In this part,
11 the term ‘eligible applicant’ means—

12 “(1) an eligible State described in section
13 202(b) that has—

14 “(A) high teacher shortages or turnover
15 rates; or

16 “(B) high teacher shortages or turnover
17 rates in high-need local educational agencies; or

18 “(2) an eligible partnership described in section
19 203(b) that—

20 “(A) serves not less than 1 high-need local
21 educational agency with high teacher shortages
22 or turnover rates ;

23 “(B) serves schools that demonstrate great
24 difficulty meeting State challenging academic
25 content standards; or

1 “(C) demonstrates great difficulty meeting
2 the requirement that teachers be highly quali-
3 fied.

4 “(c) APPLICATION.—Any eligible applicant desiring
5 to receive a grant under this section shall submit an appli-
6 cation to the Secretary at such time, in such form, and
7 containing such information as the Secretary may require,
8 including—

9 “(1) a description of the assessment that the el-
10 igible applicant, and the other entities with whom
11 the eligible applicant will carry out the grant activi-
12 ties, have undertaken to determine the most critical
13 needs of the participating high-need local edu-
14 cational agencies;

15 “(2) a description of how the eligible applicant
16 will recruit and retain highly qualified teachers or
17 other qualified individuals, including principals and
18 early childhood education providers, or both, who are
19 enrolled in, accepted to, or plan to participate in
20 teacher preparation programs or professional devel-
21 opment activities, as described under section 203, in
22 geographic areas of greatest need, including data on
23 the retention rate, by school, of all teachers in
24 schools located within the geographic areas served by
25 the eligible applicant;

1 “(3) a description of the activities the eligible
2 applicant will carry out with the grant; and

3 “(4) a description of the eligible applicant’s
4 plan for continuing the activities carried out with
5 the grant once Federal funding ceases.

6 “(d) REQUIRED USES OF FUNDS.—An eligible appli-
7 cant receiving a grant under this section shall use the
8 grant funds—

9 “(1)(A) to award scholarships to help students
10 pay the costs of tuition, room, board, and other ex-
11 penses of completing a teacher preparation program;

12 “(B) to provide support services, if needed, to
13 enable scholarship recipients to complete postsec-
14 ondary education programs;

15 “(C) for followup services (including mentoring
16 and professional development activities) provided to
17 former scholarship recipients during the recipients
18 first 3 years of teaching; and

19 “(D) in the case where the eligible applicant
20 also receives a grant under section 203, for support
21 for mentor teachers who participate in the residency
22 program; or

23 “(2) to develop and implement effective mecha-
24 nisms, including a professional development system
25 and career ladders, to ensure that high-need local

1 educational agencies, high-need schools, and early
2 childhood education programs are able to effectively
3 recruit and retain highly competent early childhood
4 education providers, highly qualified teachers, and
5 principals.

6 “(e) ALLOWABLE USE OF FUNDS.—An eligible appli-
7 cant receiving a grant under this section may use the
8 grant funds to carry out the following:

9 “(1) OUTREACH.—Conducting outreach and co-
10 ordinating with inner city and rural secondary
11 schools to encourage students to pursue teaching as
12 a career.

13 “(2) EARLY CHILDHOOD EDUCATION COM-
14 PENSATION.—For eligible applicants focusing on
15 early childhood education, implementing initiatives
16 that increase compensation of early childhood edu-
17 cation providers who attain degrees in early child-
18 hood education.

19 “(f) SERVICE REQUIREMENTS.—The Secretary shall
20 establish such requirements as the Secretary finds nec-
21 essary to ensure that recipients of scholarships under this
22 section who complete teacher education programs subse-
23 quently teach in a high-need local educational agency, for
24 a period of time equivalent to the period for which the
25 recipients receive scholarship assistance, or repay the

1 amount of the scholarship. The Secretary shall use any
 2 such repayments to carry out additional activities under
 3 this section.”.

4 **SEC. 6. ADMINISTRATIVE PROVISIONS.**

5 Section 205 of the Higher Education Act of 1965 (20
 6 U.S.C. 1025) is amended—

7 (1) in subsection (a)—

8 (A) in the heading, by striking “ONE-TIME
 9 AWARDS;”;

10 (B) by striking paragraph (2); and

11 (C) by redesignating paragraph (3) as
 12 paragraph (2);

13 (2) in subsection (b)—

14 (A) by redesignating paragraph (3) as
 15 paragraph (4);

16 (B) by striking paragraph (2) and insert-
 17 ing the following:

18 “(2) COMPOSITION OF PANEL.—The peer re-
 19 view panel shall be composed of experts who are
 20 competent, by virtue of their training, expertise, or
 21 experience, to evaluate applications for grants under
 22 this part. A majority of the panel shall be composed
 23 of individuals who are not employees of the Federal
 24 Government.”;

1 (C) by inserting after paragraph (2) the
2 following:

3 “(3) EVALUATION AND PRIORITY.—The peer
4 review panel shall evaluate the applicants’ proposals
5 to improve the current and future teaching force
6 through program and certification reforms, teacher
7 preparation program activities (including implemen-
8 tation and assessment strategies), and professional
9 development activities described in sections 202,
10 203, and 204, as appropriate. In recommending ap-
11 plications to the Secretary for funding under this
12 part, the peer review panel shall—

13 “(A) with respect to grants under section
14 202, give priority to eligible States that—

15 “(i) have initiatives to reform State
16 program approval requirements for teacher
17 preparation programs that are designed to
18 ensure that current and future teachers
19 are highly qualified and possess strong
20 teaching skills, knowledge to assess student
21 academic achievement, and the ability to
22 use this information in such teachers’
23 classroom instruction;

24 “(ii) include innovative reforms to
25 hold institutions of higher education with

1 teacher preparation programs accountable
 2 for preparing teachers who are highly
 3 qualified and have strong teaching skills;
 4 or

5 “(iii) involve the development of inno-
 6 vative efforts aimed at reducing the short-
 7 age of—

8 “(I) highly qualified teachers in
 9 high-poverty urban and rural areas;
 10 and

11 “(II) highly qualified teachers in
 12 fields with persistently high teacher
 13 shortages, such as special education;

14 “(B) with respect to grants under section
 15 203—

16 “(i) give priority to applications from
 17 eligible partnerships that involve broad
 18 participation within the community, includ-
 19 ing businesses; and

20 “(ii) take into consideration—

21 “(I) providing an equitable geo-
 22 graphic distribution of the grants
 23 throughout the United States; and

1 “(II) the potential of the pro-
 2 posed activities for creating improve-
 3 ment and positive change; and

4 “(C) with respect to grants under section
 5 204, give priority to eligible applicants that
 6 have in place, or in progress, articulation agree-
 7 ments between 2- and 4-year public and private
 8 institutions of higher education and nonprofit
 9 providers of professional development with dem-
 10 onstrated experience in professional develop-
 11 ment activities.”; and

12 (D) by adding at the end the following:

13 “(5) PAYMENT OF FEES AND EXPENSES OF
 14 CERTAIN MEMBERS.—The Secretary may use avail-
 15 able funds appropriated to carry out this part to pay
 16 the expenses and fees of peer review panel members
 17 who are not employees of the Federal Government.”;
 18 and

19 (3) by striking subsection (e) and inserting the
 20 following:

21 “(e) TECHNICAL ASSISTANCE.—For each fiscal year,
 22 the Secretary may expend not more than \$500,000 or 0.75
 23 percent of the funds appropriated to carry out this title
 24 for such fiscal year, whichever amount is greater, to pro-

1 vide technical assistance to States and partnerships receiv-
 2 ing grants under this part.”.

3 **SEC. 7. ACCOUNTABILITY AND EVALUATION.**

4 Section 206 of the Higher Education Act of 1965 (20
 5 U.S.C. 1026) is amended—

6 (1) in subsection (a)—

7 (A) in the matter preceding paragraph (1),
 8 by striking “Committee on Labor and Human
 9 Resources” and inserting “Committee on
 10 Health, Education, Labor, and Pensions”;

11 (B) in paragraph (2), by striking “, includ-
 12 ing,” and all that follows through the period
 13 and inserting “as a highly qualified teacher.”;

14 (C) in paragraph (3)—

15 (i) by striking “highly”; and

16 (ii) by striking the period at the end
 17 and inserting “that meet the same stand-
 18 ards and criteria of State certification or
 19 licensure programs.”;

20 (D) by striking paragraph (4) and insert-
 21 ing the following:

22 “(4) TEACHER AND PROVIDER QUALIFICA-
 23 TIONS.—

24 “(A) ELEMENTARY AND SECONDARY
 25 SCHOOL CLASSES.—Increasing the percentage

1 of elementary school and secondary school
 2 classes taught by teachers—

3 “(i) who are highly qualified;

4 “(ii) who have completed preparation
 5 programs that provide such teachers with
 6 the scientific knowledge about the dis-
 7 ciplines of teaching, learning, and child
 8 and adolescent development so the teachers
 9 understand and use evidence-based teach-
 10 ing skills to meet the learning needs of all
 11 students; or

12 “(iii) who have completed a residency
 13 program throughout their first 3 years of
 14 teaching that includes mentoring by fac-
 15 ulty who are trained and compensated for
 16 their work with new teachers.

17 “(B) EARLY CHILDHOOD EDUCATION PRO-
 18 GRAMS.—Increasing the percentage of class-
 19 rooms in early childhood education programs
 20 taught by providers who are highly com-
 21 petent.”;

22 (E) by striking paragraph (5) and insert-
 23 ing the following:

24 “(5) DECREASING SHORTAGES.—Decreasing
 25 shortages of—

1 “(A) qualified teachers and principals in
2 poor urban and rural areas; and

3 “(B) qualified teachers in fields with per-
4 sistently high teacher shortages, such as special
5 education.”; and

6 (F) by striking paragraph (6) and insert-
7 ing the following:

8 “(6) INCREASING OPPORTUNITIES FOR PROFES-
9 SIONAL DEVELOPMENT.—Increasing opportunities
10 for enhanced and ongoing professional development
11 that—

12 “(A) improves—

13 “(i) the knowledge and skills of early
14 childhood education providers;

15 “(ii) the knowledge of teachers in spe-
16 cial education;

17 “(iii) the knowledge and skills to as-
18 sess student academic achievement and use
19 the results of such assessments to improve
20 instruction; or

21 “(iv) the knowledge of subject matter
22 or academic content areas—

23 “(I) in which the teachers are
24 certified or licensed to teach; or

1 “(II) in which the teachers are
 2 working toward certification or licen-
 3 sure to teach;

4 “(B) promotes strong teaching skills and
 5 an understanding of how to apply scientific
 6 knowledge about teaching and learning to
 7 teachers’ teaching practice and to teachers’ on-
 8 going classroom assessment of students; and

9 “(C) provides enhanced instructional lead-
 10 ership and management skills for principals.”;

11 (2) in subsection (b)—

12 (A) in the matter preceding paragraph (1),
 13 by striking “for” and inserting “for teachers,
 14 early childhood education providers, or prin-
 15 cipals, as appropriate, according to the needs
 16 analysis required under section 203(c)(1), for”;
 17 and

18 (B) by striking paragraphs (1) through (6)
 19 and inserting the following:

20 “(1) increased demonstration by program grad-
 21 uates of teaching skills grounded in scientific knowl-
 22 edge about the disciplines of teaching and learning;

23 “(2) increased student achievement for all stu-
 24 dents as measured by the partnership, including

1 mechanisms to measure student achievement due to
2 the specific activities conducted by the partnership;

3 “(3) increased teacher retention in the first 3
4 years of a teacher’s career based, in part, on teacher
5 retention data collected as described in section
6 203(c)(3)(H);

7 “(4) increased success in the pass rate for ini-
8 tial State certification or licensure of teachers;

9 “(5) increased percentage of elementary school
10 and secondary school classes taught by teachers who
11 are highly qualified;

12 “(6) increased percentage of early childhood
13 education program classes taught by providers who
14 are highly competent;

15 “(7) increased percentage of early childhood
16 education programs and elementary school and sec-
17 ondary school classes taught by providers and teach-
18 ers who demonstrate clinical judgment, communica-
19 tion, and problem-solving skills resulting from par-
20 ticipation in a residency program;

21 “(8) increased percentage of qualified special
22 education teachers;

23 “(9) increased number of general education
24 teachers trained in working with students with dis-
25 abilities, limited-English proficient students, and

1 students with different learning styles or other spe-
 2 cial learning needs;

3 “(10) increased number of teachers trained in
 4 technology; and

5 “(11) increased number of teachers, early child-
 6 hood education providers, or principals prepared to
 7 work effectively with parents.”; and

8 (3) in subsection (d)—

9 (A) by inserting “, with particular atten-
 10 tion to the reports and evaluations provided by
 11 the eligible States and eligible partnerships pur-
 12 suant to this section,” after “funded under this
 13 part”; and

14 (B) by striking “Committee on Labor and
 15 Human Resources” and inserting “Committee
 16 on Health, Education, Labor, and Pensions”.

17 **SEC. 8. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE**
 18 **TEACHERS.**

19 Section 207 of the Higher Education Act of 1965 (20
 20 U.S.C. 1027) is amended—

21 (1) by striking subsection (a);

22 (2) by redesignating subsections (b) through (f)
 23 as subsections (a) through (e), respectively;

24 (3) in subsection (a), as redesignated by para-
 25 graph (2)—

1 (A) in the matter preceding paragraph (1),
 2 by striking “, within 2 years” and all that fol-
 3 lows through “the following” and inserting “,
 4 on an annual basis and in a uniform and com-
 5 prehensible manner that conforms with the defi-
 6 nitions and reporting methods previously devel-
 7 oped for teacher preparation programs by the
 8 Commissioner of the National Center for Edu-
 9 cation Statistics, a State report card on the
 10 quality of teacher preparation in the State,
 11 which shall include not less than the following”;

12 (B) in paragraph (4)—

13 (i) by striking “teaching candidates”
 14 and inserting “prospective teachers”; and

15 (ii) by striking “candidate” and in-
 16 serting “prospective teacher”;

17 (C) in paragraph (5)—

18 (i) by striking “teaching candidates”
 19 and inserting “prospective teachers”;

20 (ii) by striking “teacher candidate”
 21 and inserting “prospective teacher”; and

22 (iii) by striking “candidate’s” and in-
 23 serting “teacher’s”;

24 (D) in paragraph (7), by inserting “how
 25 the State has ensured that the alternative cer-

tification routes meet the same State standards and criteria for teacher certification or licensure,” after “if any,”;

(E) in paragraph (8)—

(i) by striking “teacher candidate” and inserting “prospective teacher”; and

(ii) by inserting “(including the ability to provide instruction to diverse student populations, including students with disabilities, limited-English proficient students, and students with different learning styles or other special learning needs)” after “skills”;

(F) by adding at the end the following:

“(10) Information on the extent to which teachers or prospective teachers in each State are prepared to work in partnership with parents and involve parents in their children’s education.”;

(4) in subsection (b)(1), as redesignated by paragraph (2)—

(A) by striking “not later than 6 months of the date of enactment of the Higher Education Amendments of 1998 and”;

(B) by striking “subsection (b)” and inserting “subsection (a)”;

1 (C) by striking “Committee on Labor and
2 Human Resources” and inserting “Committee
3 on Health, Education, Labor, and Pensions”;
4 and

5 (D) by striking “not later than 9 months
6 after the date of enactment of the Higher Edu-
7 cation Amendments of 1998”;

8 (5) in subsection (c)(1), as redesignated by
9 paragraph (2)—

10 (A) by striking “(9) of subsection (b)” and
11 inserting “(10) of subsection (a)”; and

12 (B) by striking “and made available not
13 later than 2 years 6 months after the date of
14 enactment of the Higher Education Amend-
15 ments of 1998 and annually thereafter” and in-
16 serting “, and made available annually”; and

17 (6) in subsection (e)(1), as redesignated by
18 paragraph (2)—

19 (A) by striking “not later than 18 months
20 after the date of enactment of the Higher Edu-
21 cation Amendments of 1998 and annually
22 thereafter, shall report” and inserting “shall re-
23 port annually”; and

24 (B) by striking “methods established under
25 subsection (a)” and inserting “reporting meth-

1 ods developed for teacher preparation pro-
2 grams”.

3 **SEC. 9. STATE FUNCTIONS.**

4 Section 208 of the Higher Education Act of 1965 (20
5 U.S.C. 1028) is amended—

6 (1) in subsection (a)—

7 (A) by striking “, not later than 2 years
8 after the date of enactment of the Higher Edu-
9 cation Amendments of 1998,”;

10 (B) by inserting “and within entities pro-
11 viding alternative routes to teacher prepara-
12 tion” after “institutions of higher education”;

13 (C) by inserting “and entities” after “low-
14 performing institutions”;

15 (D) by inserting “and entities” after
16 “those institutions”; and

17 (E) by striking “207(b)” and inserting
18 “207(a)”;

19 (2) by redesignating subsections (b) and (c) as
20 subsections (c) and (d), respectively;

21 (3) by inserting after subsection (a) the fol-
22 lowing:

23 “(b) **TEACHER QUALITY PLAN.**—In order to receive
24 funds under this Act, a State shall submit a State teacher
25 quality plan that—

1 “(1) details how such funds will ensure that all
2 teachers are highly qualified; and

3 “(2) indicates whether each teacher preparation
4 program in the State that has not been designated
5 as low-performing under subsection (a) is of suffi-
6 cient quality to meet all State standards and
7 produce highly qualified teachers with the teaching
8 skills needed to teach effectively in the schools of the
9 State.”;

10 (4) in subsection (c), as redesignated by para-
11 graph (2)—

12 (A) in paragraph (1), by striking “of Edu-
13 cation”; and

14 (B) in paragraph (2), by striking “of this
15 Act”; and

16 (5) in subsection (d), as redesignated by para-
17 graph (2), by striking “subsection (b)(2)” and in-
18 serting “subsection (c)(2)”.

19 **SEC. 10. ACADEMIES FOR FACULTY EXCELLENCE.**

20 Part A of title II of the Higher Education Act of
21 1965 (20 U.S.C. 1021 et seq.) is amended—

22 (1) by redesignating section 210 as section 211;
23 and

24 (2) by inserting after section 209 the following:

1 **“SEC. 210. ACADEMIES FOR FACULTY EXCELLENCE.**

2 “(a) PROGRAM AUTHORIZED.—From amounts made
3 available under subsection (e), the Secretary is authorized
4 to award grants to eligible entities to enable such entities
5 to create Academies for Faculty Excellence.

6 “(b) ELIGIBLE ENTITY.—In this section:

7 “(1) IN GENERAL.—The term ‘eligible entity’
8 means a consortium composed of institutions of
9 higher education that—

10 “(A) award doctoral degrees in education;
11 and

12 “(B) are partner institutions (as such term
13 is defined in section 203).

14 “(2) INCLUSIONS.—The term ‘eligible entity’
15 may include the following:

16 “(A) Institutions of higher education
17 that—

18 “(i) do not award doctoral degrees in
19 education; and

20 “(ii) are partner institutions (as such
21 term is defined in section 203).

22 “(B) Nonprofit entities with expertise in
23 preparing highly qualified teachers.

24 “(c) APPLICATION.—An eligible entity desiring to re-
25 ceive a grant under this section shall submit an application
26 to the Secretary at such time, in such manner, and con-

1 taining such information as the Secretary may require, in-
 2 cluding—

3 “(1) a description of how the eligible entity will
 4 provide professional development that is grounded in
 5 scientifically based research to faculty;

6 “(2) evidence that the eligible entity is well
 7 versed in current scientifically based research related
 8 to teaching and learning across content areas and
 9 fields;

10 “(3) a description of the assessment that the el-
 11 igible entity will undertake to determine the most
 12 critical needs of the faculty who will be served by the
 13 Academies for Faculty Excellence; and

14 “(4) a description of the activities the eligible
 15 entity will carry out with grant funds received under
 16 this section, how the entity will include faculty in the
 17 activities, and how the entity will conduct these ac-
 18 tivities in collaboration with programs and projects
 19 that receive Federal funds from the Institute of
 20 Education Sciences.

21 “(d) REQUIRED USE OF FUNDS.—Each eligible enti-
 22 ty that receives a grant under this section shall use the
 23 grant funds to enhance the caliber of teaching undertaken
 24 in preparation programs for teachers, early childhood edu-
 25 cation providers, and principals and other administrators

1 through the establishment and maintenance of a
 2 postdoctoral system of professional development by car-
 3 rying out the following:

4 “(1) RECRUITMENT.—Recruit a faculty of ex-
 5 perts who are knowledgeable about scientifically
 6 based research related to teaching and learning, who
 7 have direct experience working with teachers and
 8 students in school settings, who are capable of im-
 9 plementing scientifically based research to improve
 10 teaching practice and student achievement in school
 11 settings, and who are capable of providing profes-
 12 sional development to faculty and others responsible
 13 for preparing teachers, early childhood education
 14 providers, principals, and administrators.

15 “(2) PROFESSIONAL DEVELOPMENT CUR-
 16 RICULA.—Develop a series of professional develop-
 17 ment curricula to be used by the Academies for Fac-
 18 ulty Excellence and disseminated broadly to teacher
 19 preparation programs nationwide.

20 “(3) PROFESSIONAL DEVELOPMENT EXPERI-
 21 ENCES.—Support the development of a range of on-
 22 going professional development experiences (includ-
 23 ing the use of the Internet) for faculty to ensure
 24 that such faculty are knowledgeable about effective
 25 evidence-based practice in teaching and learning.

1 Such experiences shall promote joint faculty activi-
2 ties that link content and pedagogy.

3 “(4) DEVELOPMENT PROGRAMS.—Provide fel-
4 lowships, scholarships, and stipends for teacher edu-
5 cators to participate in various faculty development
6 programs offered by the Academies for Faculty Ex-
7 cellence.

8 “(e) AUTHORIZATION OF APPROPRIATIONS.—There
9 are authorized to be appropriated to carry out this section
10 \$10,000,000 for fiscal year 2005 and such sums as may
11 be necessary for each of the 5 succeeding fiscal years.”.

12 **SEC. 11. AUTHORIZATION OF APPROPRIATIONS.**

13 Section 211 of the Higher Education Act of 1965,
14 as redesignated by section 10, is amended—

15 (1) by striking “part \$300,000,000 for fiscal
16 year 1999” and inserting “part, other than section
17 210, \$500,000,000 for fiscal year 2005”;

18 (2) by striking “4 succeeding” and inserting “5
19 succeeding”;

20 (3) in paragraph (1), by striking “45” and in-
21 serting “20”;

22 (4) in paragraph (2), by striking “45” and in-
23 serting “60”; and

- 1 (5) in paragraph (3), by striking “10” and in-
- 2 serting “20”.

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